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Partner Name - *Experience Name*

Description:
[2-3 sentence description of the experience. This should provide an overview of what to expect and any details to help create excitement for a student or chaperone.]

The Flow of the Day:
Review your calendar invite for specifics: agenda, experience address, contact information, lunch logistics, notes on safety, necessary waivers, etc. The calendar invite will have critical information to prepare teachers and students for the experience day and support the students in being able to envision and understand the experience day.

What does dynamic Action + Reflection look like on an Experience Day?

Before Teachers lead students through a Before Lesson that builds predictability, curiosity, and makes connection to prior knowledge and experiences. This is an opportunity for students to envision themselves in the experience and articulate their hopes and needs. This is also a good time to practice "Embarc On" call and response.

On the Bus Teachers lead students through a Bus Talk that reinforces the importance of engagement, respect, and asking for help. This is an opportunity to build enthusiasm, not merely reinforcing what "good behavior" looks like.

During Teachers co-facilitate learning by collaborating with experience partners all while meeting student needs, making intentional 1-on-1 student connections, and pausing regularly for reflective moments. Even though partners often "run the show" on experiences, teachers should expect to be active, circulating, and dynamically involved in the experience.

On the Bus If students have their phones, teachers encourage students to take their experience feedback survey.

After Teachers lead students through an After Lesson that leads students through reflection, feedback, gratitude, and intentional postsecondary connections.

Important Notes
[In this section, list any important notes including proper attire, health accommodations, and waivers]
Review your calendar invite for specifics: agenda experience address, contact information, lunch logistics, etc...

- [ ] Check your calendar invite to see if there is a partner safety waiver required for your students to participate
- [ ] Embarc will ensure that there is always a vegetarian option on the menu for experiences. However, if students or teachers have dietary restrictions outside of this, please plan accordingly as Embarc cannot promise to accommodate those needs.
- [ ] Before you leave the school always:
    - [ ] Have students wear school IDs or wear name tags
    - [ ] Complete digital waiver or bring signed waivers with you to the location (if applicable)
    - [ ] Bring a paper roster of all your students attending the trip
    - [ ] Review your students' allergies and/or accommodations and modifications
    - [ ] Take attendance and count the total number of students. Share that head count with your dismissal team or Embarc staff member
    - [ ] Review calendar invite for bus details, lunch logistics, and location specifics

Slidedeck: Experience Guide Slides Template

Before Lesson | During Experience | After Lesson

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Before Lesson

Link to Slidedeck

-

Opening

Timing:
5-8 Minutes

Resources/Materials:
- Opening prompt on display

Opening Prompt:
- text

Activity

Core Values:
- ❑ Drive
- ❑ Courage
- ❑ Curiosity
- ❑ Leadership
- ★ Collaboration
- ❑ Change Agency

Timing:
30-35minutes

Resources/Materials:
- item
- item

Experience Day Information:

Setting Purpose: Today we will engage in activities that will prepare us to _____ which is an important (skill/mindset...) to have to successfully engage in our upcoming experience.
- After students understand the purpose of the day, ask them to identify which of the Embarc core values they will be practicing - Drive, Courage, Curiosity, Leadership, Collaboration, Change Agency

Activity:
- Actions
- **STOP** and **REFLECT**:
  - What are we doing well?
  - What can we improve on?
  - What can we learn from this first round to be better next time?
- Actions
- **STOP** and **REFLECT**:
  - Shout out someone who you appreciated during this activity?
  - How is this activity like real life?
  - How can you use the lessons from this activity in your own

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	life?

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** ● text

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During Experience

Before Arrival to Experience Location

On the Bus

- ☐ Get Bus driver's phone number
- ☐ Confirm pick-up time + location
- ☐ If there are any issues, contact bus company
- ☐ If running late, call the experience partner to inform them

Upon Arriving to the Location

One school employee stays on each bus and recites the Bus Talk:

I Invite YOU to...

- **Be Creative.** Think outside the box; be playful and engaged in today's experience.
- **Be Curious.** Ask questions; make connections to our "before lesson".
- **Be Courageous.** Choose to participate and try new things.
- **Be Receptive.** Keep an eye and ear out for *Embarc On* to signal instructions and to notice the people and things around you.
- **Be Gentle.** Be gentle and kind to others; celebrate your classmates, the presenters, and yourself. Keep in mind who you would like to *Shout/Out* later.
- **Be Present.** Use your phones to take photos of the experience but remain physically present, giving your attention to the presenters and to your classmates.
- **Be Vulnerable.** Ask for help if you need it and to keep your body

At least one school employee enters the experience location to:

- **Confirm that...**
  - The bus has arrived at the correct experience location and
  - That the experience location is ready to receive and welcome students into the building before disembarking the bus
- **Check-in + greet the partner** *(while bus talk is happening)*
  - Confirm total number of students with partner
  - Turn-in waivers if necessary
- **If lunch is being delivered to your location**:
  - Ask partner to notify you of the lunch arrival
  - If lunch has not arrived by delivery time, call the restaurant for estimated time of delivery. Notify the partner if the schedule needs to be adjusted.
- **Note the names of the adults** supporting students today, so

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	and mind safe.	students can address them in the gratitude after-lesson

At Experience Location	Collaborate with the Partner by Co-Leading the Experience
	🙋 Arrival, Introductions, and Housekeeping When the Partner is: Leading: Welcoming students, introducing the space, explaining site expectations The Teacher can: Support from the back: Track which students are engaged, help with behavior management, model active listening 🤝 Community Connector or Icebreaker When the Partner is: Leading: Facilitating icebreaker or community-building activity The Teacher can: Participate as a model! Show enthusiasm, join student groups, help students who are hesitant 📚 Direct Instruction, Lecture, or Demo When the Partner is: Leading: Teaching content, demonstrating skills, sharing expertise The Teacher can: Stand where you can see all students, note engagement levels, be ready to rephrase for clarity, capture key terms/concepts for later connection 👥 Group Problem Solving, Creation, Designing, Practicing, or Decision Making When the Partner is: Leading: Giving instructions, providing materials, setting up problem The Teacher can: Circulate to groups, translate instructions if needed, prompt student thinking with questions, encourage risk-taking 🧑 Solo Problem Solving, Creation, Designing, Practicing, or Decision Making When the Partner is: Leading: Providing individual support, answering technical questions The Teacher can: Circulate to encourage students, help with task management, prompt reflection ("What are you noticing? What's challenging?") 💭 Group or Solo Reflection When the Partner is: Leading: Facilitating reflection questions, prompting thinking about the experience The Teacher can: Add follow-up questions, help students make connections to their lives/learning, invite specific students to share 🚶 Guided Tour When the Partner is: Leading: Guiding students through space, pointing out key features, sharing expertise The Teacher can: Walk with the group, manage student movement/behavior,

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prompt students to ask questions, connect to curriculum

🗺️ Self-Guided Tour
When the Partner is: Leading: Setting up self-guided parameters, providing maps/instructions
The Teacher can: Group students strategically, set time expectations, circulate to check engagement

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🔄 Round Robins or Rotating Groups
When the Partner is: Leading: Running one station or facilitating rotation logistics
The Teacher can: Lead another station OR manage transitions, track time, help groups move smoothly

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🎤 Interview or Panel
When the Partner is: Being interviewed OR facilitating panel: Sharing career story, answering student questions
The Teacher can: Sit with students, help facilitate questions, encourage participation, capture key takeaways for later

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🔍 Scavenger Hunt or Ongoing Activity
When the Partner is: Leading: Explaining hunt parameters, providing clues, managing activity
The Teacher can: Support with logistics, group students, help with any confusion, give hints to struggling groups

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🎭 Performance, Showcase, or Presentations
When the Partner is: Leading: Introducing performance or facilitating student presentations
The Teacher can: Support student nerves, manage audience behavior, celebrate risk-taking

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↔ Transitions
When the Partner is: Setting up next activity
The Teacher can: Manage student movement, use transition time for quick check-ins or mini-reflections, keep students engaged

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🍕 Lunch
When the Partner is: Sitting with students or taking a break
The Teacher can: Supervise, manage behavior, facilitate informal conversations, build relationships

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🌟 Culminating Reflection
When the Partner is: Leading: Asking big-picture reflection questions, sharing final thoughts
The Teacher can: Prompt students to share, help make connections to future learning, prepare students for departure

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😮 Challenges, Surprises, or Downtime
When the Partner is: Problem-solving an unexpected challenge
The Teacher can: Jump in to support—manage students, adjust expectations, stay flexible

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👋 Departure
When the Partner is: Leading: Saying goodbye, thanking students, final thoughts
The Teacher can: Help with logistics, ensure all students are accounted for, express gratitude to partner

Making Meaning with Teachable Moments

STOP and **REFLECT**: *during/after an activity*

- What are we doing well? What do we want to celebrate?
- What can we improve on? What is challenging us?
- What do we want to try? How do we want to move forward?

STOP and **REFLECT**: *after an activity has concluded*

- Offer a shout-out to someone who you appreciated during this activity.
- How is this activity like real life? What connections do you make?
- How can you use the lessons from this activity in your own life?

Making Meaning with Final Reflections

- **Circle-up Shout Out + Take Backs:**
  - Challenge and model for students to be specific in their responses
  - Shout-Out: a classmate/adult who you are grateful for today
  - Take Back: something you learned that you want to take back with you
- **Change it up:**
  - **Modify how you have students reflect:** Individual/Pairs/Groups
  - **Ask open-ended questions**
    - What surprised you about today? What new knowledge do you have after this experience? What might you do differently knowing what you know?
    - How did you feel before this experience? How did you feel while experiencing it? How do you feel now that it's coming to a close?

Other Information

- Take pictures and/or video of your students on their experience and share them with Embarc and your school! Listen for student quotes that you can share!

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Departure from Experience Location	On the Bus	
	Have students take the Post Experience Day Surveys on their cell phones: **Student Survey Link:** • embarc.rocks/studentexperiencefeedback **Adult Teacher/Staff/Chaperone survey link:** • embarc.rocks/adultexperiencefeedback	QR Code to **Student Survey**

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After Lesson

Opening

Timing:
8-10 Minutes

Resources/Materials:
- Opening prompts on display

Opening Prompts:
- What is your big takeaway from the experience?
- What lesson or idea do you want to take with you into your life?
- What will you remember about this experience years from now?

Post Experience Day Surveys: *if students did not take the survey on bus ride back from school*

Student Survey Link:
- embarc.rocks/studentexperiencefeedback

Adult Teacher/Staff/Chaperone survey link:
- embarc.rocks/adultexperiencefeedback

Activity

Core Vales:
- ❑ Drive
- ❑ Courage
- ❑ Curiosity
- ❑ Leadership
- ❑ Collaboration
- ❑ Change Agency

Timing:
30-35minutes

Resources/Materials:
- *Dependent on method of expressing gratitude*

Part 1: Group Reflect
- Share-out a few of the students' highlights from the trip.
- Revisit reflection questions from the day:
  - What did we do well? What could we have improved on?
  - How was the experience related to real life? What connections do you make?
  - How would you describe this trip to another student from your school? What should they know beforehand?
- Mix It Up!
  - Sentence Starters for Reflection
  - Pen, Pencil, Eraser
  - Check out our Reflection/Community Toolkit for more!

Part 2: Expressing Gratitude
Expressing gratitude allows us to experience joy and savor our experience. It's a habit that we want to build in our students.

Suggested Steps:
1. Students brainstorm a list of things, activities, people, etc. that they are grateful for after participating in the experience. Push students to be as specific as possible.
   - *Example: Juan's encouragement during the difficult swinging challenge. Ashia sharing about her pathway to her current career*

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	2. Generate a list of people or institutions to whom the class should show gratitude toward. ○ The partner organization or specific person that hosted them for the experience. ○ Someone that helped them throughout the day: classmate, teacher, etc... ○ Someone in their life that they were reminded of during the experience. 3. Determine how the class will express gratitude 4. Thank You Creation ○ Check student work so that they can make corrections as needed. ○ If you need support sending anything to the partner, connect with your Embarc support team. **Suggestions to Express Gratitude:** ● Gratitude letters or emails ● Gratitude video ● Use technology platform, so students can contribute to a large online gratitude board : such as Padlet ● Use drops in the bucket for students to write gratitude notes to each other or other members of their school community

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection** ● 3 Things you learned: on the experience, about yourself, about your classmates ● 2 People you want to share your learning with ● 1 Personal goal you want to achieve before we attend our next experience

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